

Social Science (Class-VI)

a. History

Learning outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
Student <input type="checkbox"/> Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period	<ol style="list-style-type: none"> 1. NCERT textbook Our Pasts I 2. Live interaction on Using sources in History https://youtu.be/tbOQyVrW2tU 3. Dictionary of History for Schools http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf 4. Google Arts and Culture website for high resolution pictures, virtual tours to partner museums, their artworks and various historical places and sites. It provides a huge collection of free to use and licensed pictures. Students can virtually walk to any such place and learn a lot about history and culture from this website. https://artsandculture.google.com/ 	<p>Theme: What, Where, How And When?</p> <p>WEEK 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students can read the chapter and mark different terms/concepts like manuscript, archaeology, inscription, coins, source, historian, archaeologists etc appearing in the chapter. Suggest them to consult dictionary of history to understand these terms and write in their notebooks. <input type="checkbox"/> Suggest them to watch video on YouTube NCERT official on use of sources and their importance. <input type="checkbox"/> Ask students to prepare a chart/table showing different types of sources like archaeological, literary, oral and also provide 1-2 examples either in written form or in the form of visuals with proper caption using help from internet. <input type="checkbox"/> This will help teacher to assess different skills of students like identification, classification, creativity and communication skill through visuals or writing. <p>WEEK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide students visual of a coin or a monument alongwith questions focusing on different aspects/key points of the particular source through whatsapp/ email. <input type="checkbox"/> Some possible questions can be: <ul style="list-style-type: none"> ❖ What type of source is this? ❖ What does it show or tell? ❖ Who wrote, produced or made it?

		<p>❖ Why was it written or produced?</p> <ul style="list-style-type: none"> □ Prepare questions based on the source that you are sending. □ Students can take a screenshot of the finished activity and send it back to the teacher. This could be assessed by the teacher. □ You can also send visuals of some manuscripts, artefacts, buildings, monuments, sites etc. to students and give the following activity: □ Write at least 5 questions about the picture. These can be anything you want to know about, but the more unusual ones are often better. Draft these and when you are ready, write them out in best and share back. □ This task requires the student simply to examine the picture and to pose questions. This activity could be used to assess the students's ability to observe and frame questions.
<p>The learner</p> <ul style="list-style-type: none"> □ Explains broad developments during ancient period e.g. the first cities on the Indus and relates the development occurring at one place with another. □ Locates important historical sites and places on an outline map of India. 	<p>1. NCERT textbook (Our Past-I) /State developed Textbook</p> <p>2. Dictionary of History for Schools http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf</p> <p>3. Google Hangout</p> <p>4. Google Arts and Culture website for high resolution pictures, virtual tours to partner museums, their artworks and various historical places and sites. It provides a huge collection of free to use and licensed pictures. Learners can virtually walk to any such place and learn a lot about</p>	<p>WEEK 3</p> <p>Theme: In the Earliest Cities</p> <ul style="list-style-type: none"> □ Suggest learners to do a reading of the chapter and look for various terms/concepts appearing in the chapter in the Dictionary of history. <ul style="list-style-type: none"> □ Suggest them to prepare projects on various topics. Some suggestive topics: <ul style="list-style-type: none"> ➤ Discovery of Harappan civilisation, important sites of the civilisation and showing these on an outlined map of the Indian subcontinent. ➤ Important features of Harappan cities with a focus on continuity and change that they see in their neighbourhood in some such features. ➤ Art and architecture in Harappan civilisation. ➤ Case study on any Harappan site in India i.e. Dholavira, Rakhigarhi, etc.

	<p>history and culture from this website.</p> <p>https://artsandculture.google.com/</p>	<p>➤ Relation of Harappan towns with contemporary places/sites in India or outside with focus on sources/things which tell us about this contact and the nature of this contact.</p> <ul style="list-style-type: none"> ❑ Use Google Hangout to share, discuss among students and teachers. ❑ Projects can be assigned to different groups of students. ❑ Each group of students can discuss among themselves-how to go about it, assign various tasks to an individual student and regularly be in touch with fellow students. <p>WEEK 4</p> <ul style="list-style-type: none"> ❑ Groups could be given 3-4 days to complete the project. And when groups are ready with their project report, it can be shared with other students and the teacher using the same platform for a Google hangout meet (date, time of this meet could be decided and shared in advance among all students). ❑ This session could be used by students to discuss, raise questions on other projects along with questions and final comments by the teacher. ❑ You can assess students' projects on different points such as content (introducing the topic, highlighting main issues, concluding remarks), presentation (visual and written both), clarity of thoughts while answering questions, cooperative learning (interaction, participation and taking initiatives to help others), etc.
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b. Geography (Class VI)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> distinguishes between stars, planets and satellites, e.g., Sun, Earth and Moon. recognises that the earth is a unique celestial body due to existence of life zones of the earth with special reference to biosphere. 	<p>Textbook- <i>The Earth Our Habitat</i> Chapter-1- The Earth in the Solar Systems</p> <p>Web Resources The National Aeronautic and Space Administration (NASA) website- www.nasa.gov ,Fun</p> <p>Activities To Do @Home https://www.nasa.gov/stem-at-home-for-students-k-4.html</p> <p>For Teacher- What is Earth - https://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/what-is-earth-k4.html</p> <p>QR CODE 0656CH01 for interactive activity based on the Solar System on H5P http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=452</p> <ul style="list-style-type: none"> Trilingual Dictionary of 	<p>WEEK -1 Celestial bodies – The Sun , the Moon and the stars</p> <ul style="list-style-type: none"> Teacher may demonstrate or ask student to do the activity with the help of his/ her parents using torch and sheet of plain paper as mentioned in the chapter on page 1 of the textbook to understand why bright objects of night sky are not visible after the sun rises in the morning. This activity will help them to understand and compare the sky during day and night. The student may be asked to prepare a write up on the sun, the moon and stars and share with their parents and parents may share with the teacher and classmates through WhatsApp. The student may draw diagram to show location of Pole star and Seven stars (<i>Saptarishi</i>). The student may be encouraged to consult trilingual Dictionary of Geography for Schools (Hindi-English- Urdu) for technical terms given in the chapter. <p>WEEK -2 Theme- The Solar System</p> <ul style="list-style-type: none"> The student may draw colourful diagrams on plain sheet or chart paper to show planets in the solar system. The student may prepare a write up on the Earth by highlighting its uniqueness in the solar system. With the help of parents and other family members, the student may do an activity to learn position of planets with reference to the sun. Student may prepare a write up on the following: What do animals and plants require in order to grow and survive?

	<p>Geography for Schools (Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p>	<ul style="list-style-type: none"> □ Interpret the diagram shown on page 7 regarding Universe, Milky Way Galaxy, Solar System and the Earth. □ The student may be encouraged to consult trilingual Dictionary of Geography for Schools (Hindi-English- Urdu) for the technical terms given in the chapter.
<p>The learner</p> <ul style="list-style-type: none"> □ identifies latitudes and longitudes, e.g., North Pole, South Pole, Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime Meridian, 180° Meridian and International date line □ differentiates between Latitude and Longitude □ identifies places on the globe with the help of Latitude and Longitude □ locate places on the map with the help of Latitude and Longitude □ measures time with reference to Prime meridian. 	<p>Chapter-2 Globe: Latitude and Longitude Resource: Globe, Atlas and World map, Tactile diagrams and models for CWSN</p> <p>Web Resources For Teacher and Student Topic: “Exploring the Globe” : Youtube – ncert official</p> <p>QR Code 0656 CH02 for interactive activity to locate heat Zones. http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=453</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p>	<p>WEEK -3 Theme-The Globe – Latitude and Longitude</p> <ul style="list-style-type: none"> □ Teacher may use Globe and explain Latitudes. □ Student may be asked to explore globe and identify major latitudes and longitudes. □ Student may draw a simple diagram to show major latitudes and longitudes. These figures are given on pages 11 and 12 of the textbook. □ Teacher may explain tilt of the axis of the earth and the Sun rays by using Torch and Cardboard (Refer to page 12). Learners may also be encouraged to do this activity with the help of their parents. □ Student may be encouraged to consult trilingual Dictionary of Geography for Schools (Hindi-English- Urdu) for technical terms given in the chapter. <p>WEEK -4 Theme: Grid, Longitude and Time</p> <ul style="list-style-type: none"> □ Quiz- A set of cards may be developed by student and their parents. Write names of places on cards and locate places on the globe / world map. □ Draw vertical and horizontal lines at equal distances on paper. Label the vertical rows with numbers and horizontal rows with letters. Vertical lines represent Longitudes (East or West) and horizontal lines as Latitudes (North or South). Draw small circles on points where these horizontal lines intersect each other. Find out the location of circles. □ With the help of Globe/the world map the teacher may explain time measurement from Prime meridian.

<input type="checkbox"/> appreciates importance of Standard Time for any country.		<input type="checkbox"/> Student may be asked to locate Prime Meridian and time difference at 15°E and 15° W meridian on the world map given in the Atlas. <input type="checkbox"/> Teacher may explain importance of Standard time and Indian Standard Time (IST) by giving examples from India. <input type="checkbox"/> The student may be encouraged to consult trilingual Dictionary of Geography for Schools (Hindi-English- Urdu) for technical terms given in the chapter.
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c. Social and Political Life

Learning Outcomes	Sources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
The learner describes factors responsible for the availability of different occupations undertaken in rural and urban areas	NCERT/State Textbook <i>Social and Political Life-I</i> Livelihood Children and parents may use the following resources and explore Social Science e-resource available online, eg.: NISHTHA Portal https://itpd.ncert.gov.in/ Download Module 12 <i>Pedagogy of Social Sciences (Upper Primary Stage)</i> in English or Hindi https://itpd.ncert.gov.in/course/view.php?id=949&section=13 Use text module from page 388 to 394 for theme Livelihood QR Code: Interactive activities given in QR Code of each chapter of NCERT Textbook.	WEEK-1 <input type="checkbox"/> Discuss with your parents about different occupations in your locality. <input type="checkbox"/> Read case studies, listen/watch audio-visuals on different occupations taken up by men and women from different socio-economic background. WEEK-2 <input type="checkbox"/> Use these resources to learn about concept of livelihood; rural and urban occupations; issues and challenges associated with different types of livelihood; the factors responsible for availability of different livelihoods undertaken in rural areas by men and women, and different sources of livelihoods in your locality. WEEK-3 <input type="checkbox"/> Ask questions/doubts with your parents/teacher. <input type="checkbox"/> Draw people engaged in various occupations in rural and urban areas. <input type="checkbox"/> Make a poster on different occupations taken up by men and women from different socio-economic background. WEEK-4 <input type="checkbox"/> Solve activities given in QR Code of the chapter. <input type="checkbox"/> Submit written assignments on any/assigned topic.

Social Science (Class-VII)

a. History (Class VII)

Learning Outcomes	Concept	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner is able to</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand how historians study the past <input type="checkbox"/> know the importance of sources <input type="checkbox"/> how the developments/changes take place during medieval period <input type="checkbox"/> differentiate between the historical period <input type="checkbox"/> analyse administrative measures and strategies adopted by new dynasties <input type="checkbox"/> understands the wealth created by them, consequently achievements in the area of irrigation and construction of new buildings <input type="checkbox"/> tries to explain about establishment of new kingdoms 	<p>Source: NCERT Syllabus for Upper Primary Classes</p> <p>NCERT History textbook- Class- VII, Our Pasts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Broad historical trends <input type="checkbox"/> Kinds of sources, e.g. chronicles, paintings, coins, inscriptions, documents, literature <input type="checkbox"/> Pattern of political development, military conquests <input type="checkbox"/> Understanding of the connection between political and economic process 	<p>WEEK-1 Study of the past:</p> <ul style="list-style-type: none"> <input type="checkbox"/> To make the student understand the differences taking place over the _____ years the teacher/parent encourages the student to see the atlas/ map of India and observe the change in names of various places and the basic structure of society. The student may _____ <input type="checkbox"/> Discuss _____ with _____ parents/peers/elder brother/sister about the reason for change of names. <input type="checkbox"/> Ask questions with teachers <input type="checkbox"/> Try to analyse these reasons and discuss with teachers <p>WEEK-2 Sources: The learner</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tries to understand the importance of history and the way of knowing the past. Discuss it with teachers/ parents/ peers/ siblings why to study history. <input type="checkbox"/> Once explained by teacher, tries to differentiate between various types of sources of studying the past <input type="checkbox"/> Differentiates _____ between various sources like coins, _____ old books (chronicles), _____ manuscripts, paintings, architecture (buildings) used to know about the historical period <input type="checkbox"/> Observes various coins and currency notes at home and tries to figure out how the political and economic aspects can be known through these. <input type="checkbox"/> Writes a note/project _____ on coins/currency _____ with the help of parents and submit online for further clarifications. <p>WEEK-3 Technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> If the learner has seen any irrigation technology in or around her surroundings, then compares it with the technology of the past i.e. Persian Wheel, which was used for irrigation. <input type="checkbox"/> The learner is aware about certain modern weapons of war as observed in TV or pictures or in the form of toys, and compares with firearms used in the past during warfare.

		<ul style="list-style-type: none"> □ The learner may discuss with parents about the advantage enjoyed by the countries which are having superior military technology. Ask questions with teachers about this superior military technology during medieval period and the expansion of empire. □ While discussing with the peer group or with siblings, the learner develops an understanding that a ruler having superior military technology is a prosperous and wealthy ruler having control over a large area. □ Construction of large palaces, forts, monuments, roads etc. by these powerful rulers is thus explained by parents/ teachers. <p>Assignment/Project</p> <p>The learner</p> <ul style="list-style-type: none"> □ Collects picture from newspapers, magazines to show latest irrigation technology being used, war being fought with latest technological warfare □ Shows photos and videos of the changes taking place in society and economy, prosperity of the people. □ Shows pictures of splendid temples of south India built during medieval period and explain about the massive architecture (Source: www.nroer.gov.in) <p>WEEK-4</p> <p>Establishment of kingdoms</p> <ul style="list-style-type: none"> □ The teacher with the help of parents may administer a theme of establishment of new kingdoms and the reasons behind their success. □ This may be debated amongst the peers and prepare a project and tries to submit it online. (Source: NCERT Textbooks, State government textbooks, any other supplementary books)
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b. Geography (Class VII)

Learning Outcomes	Sources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> □ describes different components of the environment and the interrelationship between them. 	<p>NCERT Textbook: Our Environment http://ncert.nic.in/textbook/textbook.htm?gess2=0-9</p> <p>Theme: Environment</p>	<p>WEEK 1</p> <p>Theme- Environment</p> <p>The learner may be asked to</p> <ul style="list-style-type: none"> □ Read the Chapter — Environment. In the beginning a story is given in which some learners are discussing about the changes which have taken place in their environment.

<p><input type="checkbox"/> Shows sensitivity to the need for conservation of natural resources—air, water, energy, flora and fauna.</p>	<p>http://epathshala.nic.in/topic-d.php?id=0762CH0_1</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p>	<p><input type="checkbox"/> Similarly think, and identify if any changes have taken place in our environment in past few years. Write down about these changes.</p> <p><input type="checkbox"/> Discuss with parents/ grandparents about the changes which have taken place over the years/decades.</p> <p><input type="checkbox"/> Discuss and identify various components of the environment with the help of figure 1.1. given in the chapter.</p> <p>WEEK 2 Learner may</p> <p><input type="checkbox"/> read about the major domains of the earth.</p> <p><input type="checkbox"/> encouraged to do following activities:</p> <p><input type="checkbox"/> write his/her observations about the surroundings and make a list of uses that the land in the neighbourhood is being put to.</p> <p><input type="checkbox"/> Find out the source of the water used in the home come from; make a list of different uses of water in our daily life. (Have you seen anyone wasting water? How?)</p> <p><input type="checkbox"/> Observe the sky during day and make a note whether the day is cloudy, rainy, sunny, foggy etc.</p> <p>WEEK 3</p> <p><input type="checkbox"/> Imagine an ideal environment where they would love to live and draw the picture of their ideal environment. Those who may not prefer to draw can prepare a write up or a poem on the theme.</p>
<p><input type="checkbox"/> Identifies major layers of the earth's interior</p>	<p>Chapter 2: Inside Our Earth Interior of Earth http://epathshala.nic.in/topic-d.php?id=0762ch0_2</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p>	<p>WEEK 4</p> <p><input type="checkbox"/> The learner can read the chapter and observe figures 2.1 and 2.2 given in the chapter. Elders at home can help the learner to understand about various layers of the earth. An onion or boiled egg can be used to explain about the layers.</p> <p><input type="checkbox"/> The learner can draw the diagram of various layers of the earth.</p>

c. Social and Political Life (Class VII)

Learning Outcomes	Sources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner-</p> <ul style="list-style-type: none"> □ differentiates between different kinds of markets. □ traces how goods travel through various market places. 	<p>NCERT/State Textbook</p> <p>Theme- Market Children and parents may use the following resources and explore Social Science e-resource available online eg.:</p> <p>NISHTHA Portal https://itpd.ncert.gov.in/ Download text Module 12 <i>Pedagogy of Social Sciences (Upper Primary Stage)</i> in English or Hindi https://itpd.ncert.gov.in/course/view.php?id=949&section=13 QR Code: Interactive activities given in QR Code of each chapter.</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> □ Discuss with your parents about different kinds of markets such as local and shopping complexes in your locality. □ Read newspaper articles/magazine articles/stories/case studies, listen/watch audio-visuals about different kinds of markets and how goods travel through various market places. <p>WEEK 2</p> <ul style="list-style-type: none"> □ Use these resources to learn about different kinds of markets in your locality; try to differentiate between local markets and shopping complexes and find out how goods travel through various market places. □ Discuss with your parents about issues and challenges associated with different kinds of markets in your locality. <p>WEEK 3</p> <ul style="list-style-type: none"> □ Ask questions/doubts with your parents/teacher about different types of markets and related issues and challenges. □ Draw people engaged in various activities in local market based on your experience. □ Make poster on different activities taken up by people in different kinds of market. <p>WEEK 4</p> <ul style="list-style-type: none"> □ Solve activities given in QR Code of the chapter. □ Submit written assignments on any/assigned topic.

Social Science (Class VIII)

a. History

Learning Outcomes	Sources*/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> □ explains the periodisation □ distinguishes the 'modern' period from the 'medieval' and the 'ancient' on the bases of broad developments and changes in each period □ describes and uses of various sources to know modern India □ differentiates between various nomenclatures used for various regions of indian subcontinent and locate them on map □ explains how the english east india company became the most dominant power □ explains the 	<p>NCERT/State Textbook</p> <p>Theme <i>How, When and Where</i> Learners and Parents may also visit NROER, an online educational resource repository of NCERT and explore the Modern Indian History e-resource available online, eg., https://www.youtube.com/watch?v=tbOQyVrW2tU https://www.eklavya.in/pdfs/Books/Itihas_kya_hai.pdf</p> <p>Theme <i>From Trade to Territory: The Company Establishes Power</i> https://www.amdigi.tal.co.uk/primary-</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> □ The beginnings of the learner's historical engagement will emerge through recalling personal experiences and elements of family history. □ Knowledge of the 'why' of things in the local environment of the learner in which he/ she is particularly interested. Therefore, the learner may be interested in a fair annually held in village or city He/she may be facilitated to know about the origin and development of the fair. □ For introducing importance of dates, parents may initiate to inform learner about a few important dates of their family, such as when parents were born, when they were married, when he/ she (learner) took birth. Why these dates are important for their family. The learner should be able to tell the 'why' of certain events in social environment. □ The above mentioned activity/exercise should develop the same ability in regard to the significant events in the life of few great events and in regard to true stories about certain interesting things having historical significance. <p>WEEK 2</p>

<p>differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion'</p>	<p>sources/east-india-company https://www.eklavya.in/pdfs/Books/SS/TP/social_studies_8/history/6%20Establishment%20of%20English%20Rule.pdf</p>	<ul style="list-style-type: none"> □ Parents may ask the learner or on their own accord he/she should collect pictures and information regarding historical events in a scrap book; their leisure time reading may include books related to historical events. They may also use mobile or computer to gather information. □ The learner may be asked to draw a family tree of their maternal and
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	<p>Theme- <i>Ruling the Countryside</i> https://www.eklavya.in/pdfs/Books/SS/TP/social_studies_8/history/8%20British%20Rule%20&%20Peasants.pdf Lagaan Movie</p>	<p>paternal side and collect important dates and incidents of each one who is represented in family tree. He/she may talk to grandparents and parents about how different his/her family tree is from the family tree of their childhood.</p> <ul style="list-style-type: none"> □ The same exercise may be used for importance of certain places associated with learner, parents or other family members of the family. □ Parents may ask the learner to build up history with the help of available source materials, such as newspaper, magazine, books television, internet and also from their elders. For instance, the learner may collect information about current Corona epidemic, causes, origin, spread in different parts of world and India. He/ she may locate these places on the map. □ The learner may collect information about such epidemic during British rule from different sources viz, newspaper, magazine, books, television, internet and also from their elders. How colonial ruler dealt with such epidemic that time and how the present government is dealing, and the reason for this difference. <p>WEEK 3</p> <ul style="list-style-type: none"> □ Parents may explain and discuss foreign trade of contemporary time and begin by analysing the manner in which British East India Company and other European Companies operated in India. How armed force used for trade in India may be investigated through few examples and special features of the armed forces are outlined. □ Parents may ask learner to describe the main events and personalities of the period and final outcome of this process by showing them map of British ruled areas and areas control under Indian rulers.
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b. Geography (Class VIII)

Learning Outcomes	Sources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learners</p> <ul style="list-style-type: none"> □ Analyses uneven distribution of natural and human made resources on the earth □ Justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas. 	<p>NCERT Textbook: Resources and Development http://ncert.nic.in/textbook/textbook.htm?hess4=0-6</p> <p>Theme: Resources https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5c875f7716b51c01ef3bda7e</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p>	<p>WEEK 1</p> <p>The learner may be asked to</p> <ul style="list-style-type: none"> □ Read the narration given in the beginning of a chapter; identify various resources around him/ her; categorise them in two categories – which have commercial value and which do not have commercial value. <p>WEEK 2</p> <ul style="list-style-type: none"> □ Read the types of resources given in the chapter □ Make a list of various resources and classify them into renewable and non-renewable resources. □ Reflect: Where will one find these resources? Is the distribution even? If no, what are the reasons? □ Discuss about it with elders <p>WEEK 3</p> <ul style="list-style-type: none"> □ Reflect: Are human beings a resource? □ Think about all the family members and write how they all contribute as an

		<p>important resource. Write down their contribution in a notebook.</p> <p>WEEK-4</p> <ul style="list-style-type: none"> □ Suggest ways how we can conserve our resources. □ Make the best out of waste e.g. bags from old newspapers, old clothes etc.
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c. Social and Political Life (Class-VIII)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities
<p>The learner</p> <ul style="list-style-type: none"> □ identifies the role of Government in providing public facilities such as water, sanitation, road, electricity, etc., and recognises their availability 	<p>NCERT/State Textbook Theme-Economic Presence of the Government-Public Facilities Children and parents may use the following resources and explore Social Science e-resource available online eg.:</p> <p>NISHTHA Portal https://itpd.ncert.gov.in/ Download text Module 12 <i>Pedagogy of Social Sciences (Upper Primary Stage)</i> in English or Hindi https://itpd.ncert.gov.in/course/view.php?id=949&section=13 QR Code: Interactive activities given in QR Code of each chapter.</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> □ Discuss with your parents about public facility and its characteristics. □ Make a list of available public facilities such as water, road, electricity, hospitals, schools, public transport, street lights, public parks, etc., in your locality. □ Find out who provides the public facilities in your locality and why. <p>WEEK 2</p> <ul style="list-style-type: none"> □ Read case studies, articles and stories related to public facilities given in newspapers/ and magazines, and listen/watch audio-visuals about different types of public facilities and role of Government in providing these facilities. □ Use these resources to learn about different types of public facilities and why should the government be responsible for providing public facilities. <p>WEEK 3</p> <ul style="list-style-type: none"> □ Ask questions/doubts with your parents/teacher about why government must assume the overall responsibility for public facilities even when it gets private companies to do part of the job. Where does the government get money for public facilities? How does lack of access to proper sanitation facilities affect peoples' lives and how does this

		<p>would impact women and girls more acutely?</p> <p>Make poster on different public facilities in your locality.</p> <p>WEEK 4</p> <p>Solve activities given in QR Code of the chapter.</p> <p>Submit written assignments on any/assigned topic.</p>
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Social Sciences (Class-IX)

a. History (Class IX)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p>The learner</p> <ul style="list-style-type: none"> explains the meaning of the term 'revolution' and draws distinction between a 'movement' and a 'revolution'. locates France on a map of Europe. identifies various factors that led to the outbreak of the revolution categorises the rigid power structure in 18th century French society interprets visuals/images/visuals pertaining to 18th century France. analyses the role of intellectuals in propagating ideas of liberty 	<p>NCERT/State Textbook</p> <p>Dictionary of History for Schools (Trilingual) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf www.dictionary.com www.macmillandictionary.com dictionary.cambridge.org</p> <p>'Rise of Popular Movements' in <i>Politics in India Since Independence</i> (Political Science textbook, Class XII), NCERT http://ncert.nic.in/textbook/textbook.htm?leps2=ps-9</p> <p>Chipko Movement https://www.britannica.com/topic/Chipko-movement</p> <p>From Tsar to U.S.S.R.: Russia's Chaotic Year of</p>	<p style="text-align: center;">Theme-The French Revolution</p> <p>WEEK 1</p> <ul style="list-style-type: none"> Students may refer a reliable dictionary and find out the meaning of the terms 'Revolution' and 'Movement'. Parent/Teacher may discuss with students about different kinds of revolutions such as the Green Revolution and White Revolution in India, the Industrial Revolution, the Russian revolution, etc. Students may be asked to identify some of the revolutions that have brought about economic/intellectual/social changes? Students may be asked to draw <i>differentiating charts</i> to highlight specific attributes which differentiate 'revolutions' from 'movements' by taking several examples from both categories. Teacher may ask students to try and identify some movements in India that have been spearheaded by women. Students may, with family members, identify some popular songs that were sung by people in the local language during a movement/revolution. What do the songs try to convey? <p>WEEK 2</p> <ul style="list-style-type: none"> Teacher asks students to locate France on a political map of the World and on a political map of Europe. They may also use a globe. Note down the following: a) Continent in

<p>and equality.</p> <ul style="list-style-type: none"> • recognises the significance of the Declaration of Rights of 	<p>Revolution</p> <p>https://www.nationalgeographic.com/history/magazine/2017/09-</p>	<p>which France is located b) Neighbouring countries of France c) French city in which the Palace of Versailles located?</p> <ul style="list-style-type: none"> • Students may be encouraged to collect pictures of some important
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<p>Man and Citizen (1789)</p> <p>appreciates the role and participation of women from different sections of society.</p> <p>constructs a timeline indicating key events of the French Revolution</p> <p>appreciates the values of liberty, equality and fraternity and their relevance in contemporary times.</p> <ul style="list-style-type: none"> assesses the impact and legacy of the revolution. 	<p>10/russian-revolution-history-lenin/</p> <p>Map of Europe https://global.oup.com/uk/orc/politics/eu/bache4e/student/map/</p> <p>World Map https://www.maps-of-world.com/</p> <p>Newspaper items on COVID 19</p> <p>India and the Contemporary World-I (pg 1-24) http://ncert.nic.in/textbook/textbook.htm?iess3=1-5</p> <p>QR Code material on French Revolution in <i>India and the Contemporary World-I</i> (pg 1-24) http://ncert.nic.in/textbook/textbook.htm?iess3=1-5</p> <p>The French Revolution https://www.historywiz.com/frenchrevolution.htm</p> <p>The Storming of the Bastille July 1789 (2 & 3) by Olfux https://www.youtube.com/watch?v=zPTFGLHavQ</p> <p>India and the Contemporary World-I (pg 1-24)</p>	<p>buildings/monuments which are famous in France and collect some information about them.</p> <ul style="list-style-type: none"> Is France affected by the outbreak of COVID 19? Read some news items to find out the measures taken by France to combat the pandemic. <h3>WEEK 3</h3> <ul style="list-style-type: none"> Students may be asked to read about French society during the late 18th century. Teachers can then lead the students into an interactive discussion on: <ul style="list-style-type: none"> Was there inequality in French society? How did this inequality affect people in different spheres of life (social, economic, political)? Was there inequality on the basis of class, gender, vocation, etc.? Rigid division of French society into the three Estates. The role of the monarchy in French society. Students may be asked to reflect on the inequalities that are faced by people today. In which spheres do these inequalities exist? Each student maybe asked to prepare a write-up. The teacher can guide students to create a Power Pyramid representing French society. The pyramid can be divided into three sections, each section representing one Estate and enumerating the members and their functions. The teacher may collect some political cartoons that depict the members of the Three Estates. Students may observe the visuals and interpret them accordingly. For instance, observe the costumes worn by each of the figures and identify which of them represent the clergy, the nobility and the third estate. The teachers can ask students to prepare a table with four columns Social, Political, Economic and Intellectual. Students may then place information on various factors
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	<p>http://ncert.nic.in/textbook/textbook.htm?iess3=1-5</p> <p>La Marseillaise, French National Anthem (Fr/En)- Uploaded on 1 Sep 2007 https://www.youtube.com/watch?v=4K1gNtr5g</p> <p>Transacting French Revolution in ITPD Package for Social Sciences http://www.ncert.nic.in/departments/nie/dess/publication/print_material/print_material.html</p>	<p>that led to the outbreak of the revolution in the relevant column This will help the teacher to gauge the students understanding of various factors and how to categorise information.</p> <p>WEEK 4</p> <ul style="list-style-type: none"> • The teacher may ask students to read the Declaration of Rights of Man and Citizen (1789) carefully and initiate a discussion on the significance of the Declaration in contemporary times. • The students may be asked to give their observations on the draft Constitution of 1791 whose guiding principles were enshrined in the Declaration of Rights of Man and Citizen: <ul style="list-style-type: none"> Which groups of the French society had gained from the Constitution of 1791. Which groups of the French society were dissatisfied? Did the constitution adhere to the spirit of the Declaration of Rights of Man and Citizen? Why were women considered to be passive citizens? • The teacher may divide students into two groups: One group may prepare a pictorial chart on the significant role of women from different sections of society in the French revolution. The other group may prepare short biographies (any 3) on key figures of the revolution. • Students may be encouraged to listen to the audio of the French national anthem along with the subtitles provided on the screen. They may describe the main essence of the song. • Create a timeline of major political events, categorising the events into one of the four stages: <ul style="list-style-type: none"> First Stage: (1789-1791) Second Stage: (1791-1792): Constitutional Monarchy Third Stage: (1792-1794): Reign of Terror Fourth Stage: (1794-1799): Directory

b. Political Science (Class IX)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
The learner <ul style="list-style-type: none"> explains democracy and its functioning identifies the salient features of Democracy distinguishes between democratic form of government and non-democratic government 	NCERT/STATE BOOKS Textbook: <i>Democratic Politics-I Class-IX, Chapter-1, What is Democracy? Why Democracy?</i> e-Resources QR-Code Textbooks of states/ neighbouring countries/other countries of the world available on the net. YouTube.	WEEK 1 <ul style="list-style-type: none"> Students can locate important democratic Countries of the world on a world map. Imagine you have been appointed as an Election Officer. What steps will you take to ensure free and fair election? Write an essay on the Functioning of Democracy and share it with peers on email and mobile. Collect newspaper articles that appear on the functioning of democracy. Prepare a chart on Fundamental Rights and Duties.
<ul style="list-style-type: none"> explains how the Indian Constitution was made understands its foundational value. compares our Constitution with other Constitutions of the world. 	Chapter-2, Constitutional Design e-Resource QR Code e-pathsala You Tube <i>Newspapers, Magazine, Statebooks /other countries books by downloading the same from the internet.</i>	WEEK 2 <ul style="list-style-type: none"> Prepare a chart on important leaders who were the makers of the Constitution of India. Prepare a Quiz on the Constitution of India. Discuss with your parents, grandparents, elders, and siblings about our struggle for independence. Write a short biography of Dr. B.R. Ambedkar and share it with peers through e-mail. Collect messages of Gandhiji's Vision.
<ul style="list-style-type: none"> understands the importance of election in Democracy locates places on the map of India indicating 	Chapter -3- Electoral Politics e-Resources QR code E-pathshala You tube	WEEK 3 <ul style="list-style-type: none"> Discuss with parents about elections in India (past/present) Prepare a Chart on different political parties in India

<p>Lok Sabha constituencies</p> <ul style="list-style-type: none"> • categorises national and Regional Parties. 	<p>Radio and T.V. discussion on the theme</p>	<ul style="list-style-type: none"> • Write a short note on why elections should be held in India. • Imagine you are a voter. Write down what consideration one should have in voting for a candidate in the Lok Sabha election. • Prepare a write-up on women parliamentarians in India.
<ul style="list-style-type: none"> • explains the working of different institutions in a democracy. • understands the manner in which major policy decisions are taken. • explains how different disputes are resolved. • understand that the Parliament is the final authority for making laws. 	<p>Theme: Democratic Politics-1, Chapter-4, Working of Institutions</p> <p>Sources:</p> <p>e-content</p> <p>QR-Code</p> <p>E-pathshala</p> <ul style="list-style-type: none"> ➤ Old newspaper and magazines on the theme ➤ Watch the proceedings of the Lok-Sabha, Rajya Sabha on YouTube. ➤ See Parliament of India https://loksabha.nic.in • India -2019, published by the Ministry of Information and Broadcasting, Government of India. 	<p>WEEK 4</p> <ul style="list-style-type: none"> • You may prepare a script for organising a mock parliament and the issues to be discussed. Share it with your friends through e-mail. <ul style="list-style-type: none"> ➤ Prepare Quiz items ➤ Glossary of terms can be prepared. • You may prepare a chart listing different Cabinet Ministers along with their portfolios • Write a short note on the role of the Executive, the Legislature and the Judiciary in the working of a democracy.

c. Economics (Class-IX)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p>The learner</p> <ul style="list-style-type: none"> recognises and retrieves facts, figures and narrate processes, for example, lists various factors of production interprets, for example, pie and bar diagrams of data related to agricultural production, literacy, poverty, and population 	<p>NCERT book Economics The Story of Village Palampur</p> <ul style="list-style-type: none"> The teacher may use “Package in Social Sciences for Professional Development of In-service Teachers” (ITPD) available on NCERT website www.ncert.nic.in The teacher may Download ITPD http://www.ncert.nic.in/departments/nie/dess/publication/pr_in_material/ITPD%20Final%20june%2014.pdf Interactive activities given in QR Code of each chapter may be used to know what you can do 	<p>WEEK1</p> <ul style="list-style-type: none"> Discuss with your parents about production and different production activities done in your locality and nearby rural/urban area. Collect the details of different factors of production like land, labour, physical capital, and human capital from various sources such as books, magazines, newspapers, internet, and elders. <p>WEEK 2</p> <ul style="list-style-type: none"> Read case studies, articles and stories related to production activities given in newspapers and magazines and listen/watch audio-visuals about various production activities done in rural and urban areas; factors of production, i.e., land, labour, physical and human capital and what is required for the production, etc. Use these resources to learn about factors of production, different crops, cultivation by traditional and modern farming methods, cutting of crops, and issues and challenges associated with distribution of cultivated land and farmers, etc. <p>WEEK 3</p> <ol style="list-style-type: none"> Ask questions/doubts from your parents/teachers, e.g., is it important to increase the area under irrigation and why? From where do farmers obtain the inputs that they require? etc. Make a list of factors of production; physical capital — fixed and working, and human capital.

		<p style="text-align: center;">WEEK 4</p> <ul style="list-style-type: none"> • Draw pie diagrams and bar diagrams of data, e.g., related to distribution of cultivated area and farmers and cultivated area year wise in India etc. and interpret these. • Construct a table, e.g., of farm and non-farm production activities in your locality, etc., and interpret it. • Perform activities given in the QR Code of the chapter. • Submit written assignments on assigned topics.
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d. Geography (Class–IX)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by Teachers)
<p>The learner</p> <ul style="list-style-type: none"> • locates places, states, union territories on the map of India. • describes important terms in Geography such as, standard meridian, tropic of cancer, passes, sea ports, etc. • appreciates political diversity • explains inter- 	<p>NCERT</p> <p>Textbook/State Textbook Contemporary India, Part 1 http://ncert.nic.in/textbook/textbook.htm?iess1=ps-6</p> <p>Chapter 1: India: Size and Location Use the QR code given for the chapter for additional resources</p> <p>Explore school bhuvan: http://bhuvan.nrsc.gov.in/governance/mh_rd_ncert/</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> • Observe political map of India on <i>School Bhuvan portal</i> NCERT/atlas/textbook and find out <ul style="list-style-type: none"> ➤ location of India in the world (hemisphere, continent) ➤ countries larger than India ➤ latitude and longitude of India ➤ tropic of cancer passing through India ➤ standard meridian <p>WEEK 2</p> <ul style="list-style-type: none"> • Observe political map of India on <i>School Bhuvan portal</i> NCERT/atlas/textbook and <ul style="list-style-type: none"> ➤ identify states and union territories of India and their capitals ➤ practice to identify them on the political outline map of India ➤ discuss and verify the information about the States and UTs from other sources, like the website of other states, books, etc.

<p>relationship between various passes and sea ports in India for trade and communication since historical times.</p>	<p>English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> <p>Additional books for reading:</p> <ul style="list-style-type: none"> ➤ <i>India: Unity in Cultural Diversity</i> http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Unity_cultural.pdf ➤ <i>North East India: People, History and Culture</i> http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tinej101.pdf <p>Youtube: https://www.youtube.com/watch?v=KIhIE79yOyU</p> <p>Map work: Lets learn it through school <i>bhuvan</i></p>	<p>WEEK 3</p> <ul style="list-style-type: none"> • Collect information about States and UTs in terms of languages, food, dress, cultural traditions, etc. • Prepare a write up on your own state/ union territory <p>WEEK 4</p> <ul style="list-style-type: none"> • Observe political map of India on <i>School Bhuvan portal</i> NCERT/atlas textbook <ul style="list-style-type: none"> ➤ identify neighbouring countries of India ➤ correlate with other disciplines, for example, how various passes in the north and seaports in the south have provided passages to the travellers and how these passages have contributed in the exchange of ideas and commodities since ancient times. Discuss these ideas with elders at home and prepare a write up.
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Social Sciences (Class-X)

a. History Class-X

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> explains the concept of nationalism and the inherent features of a nation recognises the role of French revolution in spreading ideas of liberty and equality in Europe. analyse how the idea of nationalism and its various forms emerged in Europe. describes the role of revolutionaries in the creation of nation states. recognises the role of language in developing nationalist sentiments explains how female allegories came to represent the nation. observes map of Europe after 1815 and draws comparisons after creation of nation states. 	<p>India and the Contemporary World http://ncert.nic.in/textbook/textbook.htm?iess3=2-5)</p> <p>Political Map of the World</p> <p>e-Resource <i>India and the Contemporary World II</i> http://ncert.nic.in/textbook/textbook.htm?iess3=2-5</p> <p><i>The French Revolution' in India and the Contemporary World I</i> http://ncert.nic.in/textbook/textbook.htm?iess3=2-5</p> <p>e-Resources <i>India and the Contemporary World II</i> http://ncert.nic.in/textbook/textbook.htm?iess3=2-5</p> <p><i>Giuseppe Mazzini</i> https://www.britannica.com/biography/Giuseppe-Mazzini/Triumvir-of-republican-Rome</p>	<p>Theme:</p> <p>The Rise of Nationalism in Europe</p> <p>WEEK 1</p> <ul style="list-style-type: none"> The students may be advised to interpret a primary source: 'What is a Nation' by Ernst Renan. (p. 4) The students may identify the inherent features of a nation in the source. A discussion may be initiated on the features that are common amongst nations in the present day. The students may be asked to identify and list out names of such nations in contemporary times and locate them on a world map. <p>WEEK 2</p> <ul style="list-style-type: none"> The teacher may ask students to prepare a chart listing those measures taken by French revolutionaries to create a sense of collective identity. The chart may also contain visuals/images. The teacher may prepare a set of ten quiz items on the role of the French revolution in spreading the idea of the nation in Europe. Students may be encouraged to participate in the quiz. The teacher may encourage students to draw comparison between a nation – state and monarchy along with examples. <p>WEEK 3</p> <ul style="list-style-type: none"> The teacher may prepare a glossary of

	<p>e-Resources</p> <p><i>India and the Contemporary World II</i> http://ncert.nic.in/textbook/textbook.htm?iess3=2-5-----</p> <p><i>Material</i> <i>India and the Contemporary World II</i> http://ncert.nic.in/textbook/textbook.htm?iess3=2-5-----</p>	<p>terms from the textbook such as Plebiscite, Conservatism, Suffrage, Nationalism, Nation-State, Allegory, etc., and share with students.</p> <ul style="list-style-type: none"> • The teacher may then prepare a 'Match the Following' chart asking students to match the term along with its appropriate meaning. • Students may be asked to observe the map of Europe after the Congress of Vienna, 1815 (p. 6) and a map of modern-day Europe. They may write the changes they observe and discuss. • The teacher may initiate a discussion on the role of language and folklore in developing nationalist sentiments in Europe. <p>WEEK 4</p> <ul style="list-style-type: none"> • The students may be asked to: <ul style="list-style-type: none"> ❖ make a comparative chart on the development of Germany and Italy as nation states. Students may be divided into two groups- one group may work on Germany and the other on Italy. After completion a discussion may be initiated. ❖ gather information and analyse the role of the Italian revolutionaries Giuseppe Mazzini and Giuseppe Garibaldi and their vision ❖ observe the female figures who represented nations. They may be asked to identify their attributes and symbols- Germania, Marianne, etc. ❖ prepare a list of symbols pertaining to nationalism and explain their attributes and significance.
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b. Political Science - Class-X

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
The learner <ul style="list-style-type: none"> ➤ explains sharing of power among the Legislature, the Executive and the Judiciary. ➤ demonstrates their skill by preparing illustrations on sharing of power. ➤ explains—the concept of democracy. 	NCERT/State Textbook-Chapter-1- Power Sharing Web Resources e-Pathshala Print materials like Newspaper, Magazines, etc. Important quotes of personalities Kindle book e-materials	WEEK 1 <ul style="list-style-type: none"> • Students may be asked to prepare a short note on the Power sharing and share it with their peers. Through e-mail WhatsApp. • Discuss with your parents on the functioning of Democracy • Design a mock parliament and make a note of the issues to be discussed during the different sessions of the Parliament. Share with your friends on mobile phone, email, WhatsApp. • Prepare a Flow Chart on different Organs of the Government.
<ul style="list-style-type: none"> ➤ identifies Federal Political Systems of the World ➤ compares and Contrasts between Federal and Unitary Form of Government. 	Chapter-2 Federalism QR Code e-pathshala	WEEK 2 <ul style="list-style-type: none"> • Locat places on the world map on countries having federal political system. • Prepar write-up on unique features of Federalism and Unitary System of Government. • Discuss with parents on what makes India a federal Country. • You may prepare a Chart giving items mentioned in the Union, State and in the Concurrent Lists.
<ul style="list-style-type: none"> • explains the manner in which democracy in India responds to social differences, divisions and inequalities • identifies the outcomes of social divisions • demonstrates an understanding of richness of our diversity. 	Chapter -3 Democracy and Diversity e-materials QR Codes e-book National Portal Kindle eBook Print materials, old Newspapers, Magazines, etc.	WEEK 3 <ul style="list-style-type: none"> • Prepare a table on different languages in our Country and share with peers • Discuss with parents on Democracy and Diversity in India • Prepare a write-up on Democracy and diversity in India and share with peers through mobile phone, e-mail, etc.

<ul style="list-style-type: none"> • explain three kinds of social difference based on gender, religion and caste. • understand that gender is a social construct. It is a dynamic concept and varies from society to society. • explain terms like gender bias and gender stereotypes. 	NCERT/State developed Textbook Theme: Democratic Politics –II, Textbook in Political Science for Class-X, Chapter-4 Gender, Religion and Caste e-content QR- Code E-pathshala TV/Radio/YouTube Newspaper and Magazines	WEEK 4 <input type="checkbox"/> Prepare Charts on the following: <ul style="list-style-type: none"> ❖ Work done by men and women in the family in the whole day, paid/unpaid. ❖ Political representation of women in the Panchayats, Municipalities and the Parliament. <input type="checkbox"/> Prepare Glossary of terms <input type="checkbox"/> Share a write-up on social differences in contemporary India and share with your friends through e-mail.
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c. Economics (Class-X)

Understanding Economic Development

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
The learner learns about various problems faced by the people around the world and understand the necessity of the combined effort for solving it (The learner's engagement in the Project will help them to recognise and examine the economic impacts of disasters).	Understanding Economic Development All chapters	WEEK 1-2 Project–Socio-Economic Impact of the Pandemic COVID19 Develop project on the socio-economic issues that can arise due to the pandemic COVID19 locally and globally. Hints Disasters have adverse consequences on the economic growth and development of the country. It affects different individuals, societies and countries in different manners. Hunger and poverty will also be on the rise, which affects mostly the vulnerable groups. The negative impacts are not inevitable, but these can be reduced by the way of creative solutions. This pandemic which has affected the whole world has its impacts on the

		<p>economy of the country in various sectors, including health, transportation, agriculture, industry, banking tourism, etc. The inter connectedness of the modern economies, mainly due to globalisation, will have an impact on trade, both domestic and international. This can affect the production of various commodities. The rapid urbanisation, globalisation of the whole world has resulted in making an epidemic outbreak in one country turn into a global pandemic. The outbreaks are not simply a local phenomenon and therefore measures to counter the threat and reduce its impact need to be taken at a local as well as global level.</p> <p><i>Ponder over the following and prepare the project.</i></p> <ul style="list-style-type: none"> • How will the disaster effect the economic growth and development of various countries? • What are the factors that have led to the spread of this pandemic which is said to have originated in Wuhan, China to all over the world? • Who are the most vulnerable sections of the society during disasters? • What are the factors determining vulnerability? • Which are the sectors that will be affected more by the disaster? Classify it into primary, secondary and tertiary sectors. • How will it affect people who have taken loans especially from the non-formal sources of credit? • What steps has the government undertaken in response to the disaster? • What are the creative solutions that can be taken up to reduce the impact? • When disaster strikes, what can we do? <p><i>(This project will help in preparing the students for the next academic session as it covers all the chapters in the Class X Economics textbook. As the student reads through the hints provided and tries to find answer to the questions or ponder over them, they will learn about the content in the chapters: development, sectors of the economy, money and</i></p>
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d. Geography (Class-X)

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> identifies different types of resources defines important terms, such as, resource, renewable, non-renewable resources, etc. classifies types of resources on the basis of origin, exhaustibility, ownerships and status of development analyses the impact of conservation of 	<p>Textbook- Contemporary India-II Chapter-1- Resources and Development</p> <p>Web Resources</p> <ul style="list-style-type: none"> Online E-learning portal School Bhuvan NCERT. <p>For Teacher</p> <ul style="list-style-type: none"> Topic “Basic Themes and Skills in Geography” – YouTube – NCERT official Topic “Geography in School 	<p>WEEK 1</p> <p>Themes: Resources – Types, development of Resources</p> <ul style="list-style-type: none"> The teacher may initiate the topic by asking students to prepare a write up on the materials which are being used in our day to day life. Student may share the write up with the teacher and classmates through email or Whatsapp. The teacher may take cue from their write up and discuss about different types of resources by giving examples from the surroundings. Flowchart may be used to discuss about types of Resources and their examples. Concept of development and sustainable development may be discussed by the teacher. With the help of relevant newspaper clippings or internet sources students may be sensitised towards indiscriminate exploitation of resources. Students may prepare a short note on the need of resource planning in India.

<p>natural resources on the life of people in any area in view of sustainable development</p> <ul style="list-style-type: none"> identifies land use categories interprets pie diagram showing land use changes identifies causes of land degradation and their consequences. appreciates methods of land conservation appreciates methods of soil conservation. 	<p>Curriculum – YouTube – NCERT official</p> <p>QR Code given in the chapter may be used to consult the resource.</p> <p>➤ Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu)</p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/ti_dog101.pdf Web Resource</p> <ul style="list-style-type: none"> Online E-learning portal School Bhuvan NCERT. <p>Web Resources</p> <ul style="list-style-type: none"> Online e-learning web portal School Bhuvan NCERT for interactive thematic maps on satellite imagery. <p>Soil https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58872d51472d4a1fef8118a9</p>	<ul style="list-style-type: none"> Students may be asked to prepare chart on the issues such as Depletion of Resources, Conservation of Resources, etc. Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) available on the NCERT website may be consulted by teacher and students to understand meaning of resources and other technical terms. <p>WEEK 2</p> <p>Theme: Land Resources, Land Use Pattern in India, Land Degradation and Conservation.</p> <ul style="list-style-type: none"> Students may be encouraged to relate pie diagram (Fig. 1.3) on page 5 and the maps showing physical features of India, water bodies given in the Atlas and School Bhuvan NCERT portal. Students may also prepare a short note about their State by highlighting the Land under important Relief features (Hint Fig. 1.3 p. 5). The teacher may explain the pie diagrams showing land use categories in different time periods in India, Fig. 1.4 on page 6, and ask students to write in their own words about reasons for the changes in land use pattern in India during this period. Students may prepare a chart or Flow chart to show the causes of land degradation and their consequences and share with their teacher and classmates. Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) available on the NCERT website may be consulted by teacher and student to understand meaning of technical terms given in the chapter. <p>WEEK 3</p> <p>Theme: Soil as a Resource, Classification of Soil, Soil Erosion and Conservations</p> <ul style="list-style-type: none"> The teacher may show different soil samples to help students recognise them by colour and texture. Distribution of soils in different parts of India may be shown on the map and on the web portal
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<ul style="list-style-type: none"> identifies different types of soils. describes characteristics of different types of soils. shows spatial distribution of soils in India identifies causes of Soil erosion explains methods of soil conservation. describes the term biodiversity and importance of conservation of biodiversity identifies reasons of decreasing biodiversity interprets newspaper clippings and visuals related to wildlife conservation analyses the impact of overuse of natural resources such as forests analyses indigenous and modern methods of 	<p>https://h5p.org/node/480809</p> <p>QR Code given in the chapter may be used for better understanding of the concept</p> <ul style="list-style-type: none"> Solve the puzzle given on page 13 of the textbook. <p>Chapter -2 Forest and Wildlife Resources</p> <p>For spatial distribution of forests in India, refer to — “<i>State Forest Report of India</i>”, Government of India, www.fsi.nic.in</p> <p>Web Resource Online e-learning portal</p> <p>School Bhuvan NCERT for interactive thematic maps https://h5p.org/node/489615</p> <p>QR Code given in the chapter may be used for better understanding of the concept.</p> <p>www.ncert.nic.in)</p> <p>India: Unity in</p>	<p>School Bhuvan NCERT</p> <ul style="list-style-type: none"> The teacher may demonstrate School Bhuvan NCERT portal and overlay thematic layers of maps of soils, rainfall and relief features and swipe these layers to establish cause and effect relationship. Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) available on the NCERT website in pdf file may be consulted by teacher and student to understand the meaning of gully and other technical terms. <p>WEEK -4</p> <p>Theme: Flora Fauna in India, categories of plants and animal species based on International Union for Conservation of Nature and Natural Resources (IUCN), Types and distribution of Forest and Wildlife Resources, Community and Conservations</p> <ul style="list-style-type: none"> The teacher may initiate the discussion with the help of Newspaper clippings related to forest fire and wildlife in India and the world. Students may talk with their parents or grandparents about the harmonious relationship between human beings and nature during their childhood days. They may also ask their parents and grand parents about the changes they observe in their surroundings. Students may prepare a write up on this and share with teacher and classmates through email or Whatsapp. Students may prepare a list or Flow chart of flora and fauna which are Endangered/ Vulnerable/Extinct, etc. The Teacher may prepare Concept Map by linking the Forest and wildlife with physiography, climate, natural disasters, forest products, etc., and discuss with students. <p>Theme: The student may be encouraged to identify reserved forests areas located in their districts/State and share with teacher and classmates through email.</p> <ul style="list-style-type: none"> Locate the states on the map of India which have large areas under reserved forests. Locate the states on the map of India which have large areas under unclassed forests. Students may be encouraged to discuss with their
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<p>conservation of forests and wildlife</p> <ul style="list-style-type: none"> • predicts natural disasters due to deforestation • appreciates the role of community in conservation of forests and wildlife • constructs view http://www.ncert.nic.in/publications/Miscellaneous/pdf_files/Unity_cul <p>ideas on the basis of information, for example, natural resources and their impact on cultural diversity of any region.</p>	<p>Cultural Diversity (2018) http://tural.pdf www.ncert.nic.in/publication/Miscellaneous/pdf_files/Unity_cul</p> <p>North East India; People, History and Culture, (2017), NCERT www.ncert.nic.in/publications/Miscellaneous/pdf_files/tine101.pdf</p>	<p>parents or grandparents about the involvement of the communities in conservation of environment and share these stories with teacher and classmates through email.</p> <ul style="list-style-type: none"> • The teacher may narrate stories of communities involved in environmental conservation in different geographical regions of India. • The teacher may discuss life of marginalised sections of the society, for example, forest dwellers by taking examples from Central India and North East region. • With the help of online e-learning portal School Bhuvan NCERT, the teacher may encourage student to explore the regions where natural disasters like landslides and floods occur frequently due to deforestation and soil erosion. • Students may prepare write up or chart on conservation of forests. • Students may be asked to collect information about foods, dress, festivals, etc., of different regions of India from the books India: Unity in Cultural Diversity (2018), NCERT, and North East India; People, History and Culture, (2017), NCERT. (These books are available on website of NCERT www.ncert.nic.in) and relate them with diverse natural resources available in these regions.
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